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ABSTRACT

The purpose of the bulletin is to provide information to teachers and students about the Social Studies 30 Diploma Examination for 1987. The information includes: (1) a description of the examination; 70 multiple-choice questions worth 70% of the total score and one essay worth 30%; (2) an outline of the objectives to be tested including knowledge, inquiry skills, and values; and (3) a blueprint outlining both the multiple-choice and written-response sections of the examination. Reporting categories and allotted percentages are charted. The bulletin also explains the changes to the written response section for 1987 and how the section will be evaluated. New criteria for the essay include: (1) accuracy and comprehensive description; (2) thoughtful description of alternative value positions; (3) logical and persuasive defense of the chosen position; and (4) effective use of language and expression. A representative sample of six multiple-choice questions based on brief readings, diagrams, and cartoons is included along with two sample essay questions. The questions are: "Should the Canadian Government implement programs to encourage economic equality?"; and "Should nations align themselves with other nations in the interests of national security and world peace?" (TRS)

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Grade 12 Diploma Examinations Program

Social Studies 30

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1986-87 School Year

Alberta
EDUCATION
Student Evaluation Branch

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PURPOSE OF THE BULLETIN

The purpose of this bulletin is to provide information to teachers and students about the Social Studies 30 Diploma Examination for 1987. The information includes a description of the examination, an outline of the objectives to be tested, and a blueprint that outlines both the multiple-choice and written-response sections of the examination. This bulletin also explains the changes to the written-response section of the examination for 1987 and how this section will be marked. Teachers are encouraged to inform their students of the content of this bulletin and to review the scoring guides with their students.

Teachers should also refer to the publication *Curriculum Specifications for Social Studies 30* (April 1986), which delineates the specific content and objectives from which the test items for the Social Studies 30 Diploma Examination are developed. Teachers may also wish to refer to the bulletin entitled *General Information*, which provides administrative information about the diploma examinations. This publication has been distributed to all senior high school administrators.

The information in this bulletin applies to the 1986/87 school term. The bulletin will be updated in August 1987.

If you have questions or comments regarding the contents of this bulletin, please contact:

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SUMMARY OF CHANGES

SOCIAL STUDIES 30 DIPLOMA EXAMINATION 1986/87

PART B: Written Response

- The format of the written-response section has been changed. The modifications are outlined on page 6.
- The guidelines for mark allotment and the marking criteria have been revised to reflect the new format.

1985/86

MARKING CRITERIA AND GUIDELINES

- Explain the issue by stating its importance and by describing competing value positions underlying the issue. (5 marks)
- Describe one or more policies implemented (or actions taken) by governments of nations other than Canada in dealing with the same issue and evaluate the effectiveness and desirability of the policies or actions. (10 marks)
- State what position you would have the Canadian government take on the issue and defend this position. (10 marks)

Marks allotted to content of the essay — 25 marks

Marks allotted to quality of language and expression — 5 marks

TOTAL — 30 marks

1986/87

MARKS WILL BE ALLOTTED ON THE FOLLOWING BASIS:

Accurate and comprehensive description of one or more relevant examples or case studies drawn from knowledge of social studies content (10 marks)

Thoughtful description of alternative value positions underlying the issue (5 marks)

Logical and persuasive defence of the position chosen (10 marks)

Effective use of language and expression (5 marks)

TOTAL — 30 marks

- The scoring guide has been revised to reflect the changes in the marking criteria; see pages 7 to 11.

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DESCRIPTION OF THE SOCIAL STUDIES 30 DIPLOMA EXAMINATION

Content

The Social Studies 30 Diploma Examination is based on the *1981 Alberta Social Studies Curriculum.* All test questions are drawn from the content of the two topics prescribed for Social Studies 30: "Political and Economic Systems" and "Co-operation and Conflict Among States." Content emphasis is derived from Section III of *Curriculum Specifications for Social Studies 30,* "Weightings of Curriculum Specifications for Diploma Examination Purposes." The diploma examination assesses achievement of the objectives related to knowledge, inquiry skills, and valuing; it does not assess achievement of the objectives related to attitude development and to most participation skills.

General Format

Total Examination

The time allotted for the examination is 2½ hours. The examination consists of two parts:

Part A: Multiple-Choice Questions - 70 questions worth 70% of the total examination mark.

Part B: Written Response - one essay worth 30% of the total examination mark.

The examination will be written in one sitting.

Part A: Multiple-Choice Questions

Questions based on knowledge objectives are drawn from facts, concepts, and generalizations in each of topics A and B of the Social Studies 30 program.

Questions based on inquiry-skills objectives require students to identify the issue; formulate research questions; organize, analyse, and synthesize data; resolve the issue; apply the decision; and evaluate the decision, process, and action.

Questions based on value objectives require that students understand values and demonstrate competencies in value analysis, decision-making, and moral reasoning. The blueprint for the multiple-choice section is found on page 3.

Part B: Written Response

Students will be required to write <u>one</u> complete and unified essay dealing with an issue related to the content of the Social Studies 30 program. Two essay questions will be provided--one from Topic A and one from Topic B. Students may choose to write on either topic.

The essay will be marked according to the reporting categories indicated in the blueprint for the written-response section (page 4).

Changes to Written-Response Format

The format of the written-response question will be modified for the 1987 administrations of the Social Studies 30 Diploma Examinations. A complete description of the modifications to the essay question, as well as the revisions to the scoring criteria, may be found on pages 6 to 11.

Preparation of the Examination

In the preparation of the Social Studies 30 Diploma Examination, teacher-constructed questions are field-tested in high schools throughout the province. A test development specialist, in conjunction with teachers, builds the examinations from suitable questions. Before the examinations are administered, they are reviewed by an Examination Review Committee consisting of representatives from the Conference of Alberta School Superintendents, The Alberta Teachers' Association, the Public Colleges of Alberta, the Universities Co-ordinating Council, and Alberta Education.

Specific Design Considerations

Reporting Categories

The reporting categories (or subtests) will form the basis for the reporting of examination results to school jurisdictions. Student achievement will be analysed and reported according to these categories, a complete list of which may be found in the blueprint on pages 3 and 4.

Cognitive Levels

Approximately 50% of the questions on the examination test knowledge or comprehension. The other 50% of the questions are designed to test the more complex cognitive levels of the taxonomy.

Administration

Dates for the administration of the 1987 Social Studies 30 diploma examinations are as follows:

January 27, 1987:	9:00 - 11:30 a.m.
June 22, 1987:	9:00 - 11:30 a.m.
August 11, 1987:	9:00 - 11:30 a.m.

Blueprint for the Social Studies 30 Diploma Examination

The blueprint on pages 3 and 4 explains the design of Part A and Part B of the Social Studies 30 Diploma Examination. This blueprint is organized according to reporting categories and shows the percentage of marks allotted to each category.

Valuing skills and value concepts from Topic A and Topic B have been combined into one reporting category in order to have sufficient items to achieve statistical significance.

BLUEPRINT FOR THE SOCIAL STUDIES 30 DIPLOMA EXAMINATION

Part A: Multiple Choice (70% of the examination mark)

CONTENT / REPORTING CATEGORY		5.0 VALUE CONCEPTS: Knowledge of competing values and value positions			6. POLITICAL AND ECONOMIC SYSTEMS: Knowledge of facts, concepts and generalizations related to the world's political and economic systems.						7. CO-OPERATION AND CONFLICT AMONG STATES: Knowledge of facts, concepts and generalizations related to co-operation and conflict among states in the 20th century.							TOTAL
		Topic A		Topic B													
PROCESSES / REPORTING CATEGORY		5.4 Individual freedom/ state control	5.5 Individual welfare/ collective good	5.6 Nationalism/ internationalism	6.1 Ideology	6.2 Power and decision-making	6.3 Citizenship	6.4 Leadership	6.5 Individualism	6.6 Collectivism	7.1 Sovereignty and Territoriality	7.2 Balance of power	7.3 Detente and co-existence	7.4 Imperialism	7.5 Conflict	7.6 Co-operation	7.7 Internationalism and Supranationalism	
1. RECALL AND COMPREHENSION: Ability to recall or recognize and the ability to transform into other words	1.1 Recall 1.2 Understand concepts 1.3 Understand generalizations	4%			16%						16%							36%
2. INQUIRY SKILLS (A): Ability to identify and focus on the issue and to formulate research questions	2.1 Identify and focus on the issue 2.2 Formulate research questions				3%						3%							6%
3. INQUIRY SKILLS (B): Ability to gather, organize, analyse, evaluate, and synthesize data	3.1 Gather and organize data 3.2 Analyse and evaluate data 3.3 Synthesize data				9%						9%							18%
4. INQUIRY SKILLS (C): Ability to resolve the issue, apply the decision, and to evaluate the decision, the process, and the action	4.1 Resolve the issue 4.2 Apply the decision 4.3 Evaluate the decision, process, and action				3%						3%							6%
5.A VALUING SKILLS: Ability to resolve conflicts of competing values	5.1 Value analysis 5.2 Decision-making 5.3 Moral reasoning	4%																4%
TOTAL		8%			31%						31%							70%

(continued on overleaf)

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BLUEPRINT FOR THE SOCIAL STUDIES 30 DIPLOMA EXAMINATION

Part B: Written Response (30% of total examination score)

DESCRIPTION OF WRITING ASSIGNMENT	REPORTING CATEGORY	PROPORTION OF TOTAL MARK
One complete and unified essay in which the student integrates steps of the inquiry process by defending a position on a given issue.	1. Description of examples	10%
	2. Description of value positions	5%
	3. Defence of position	10%
	4. Quality of language and expression	5%
		30%

MARKING OF THE EXAMINATION

The multiple-choice portion of the examination will be machine-scored. The written-response section of the Social Studies 30 Diploma Examination will be marked by Social Studies 30 teachers who have been recommended by their superintendent and appointed by the Student Evaluation Branch.

Selection of Markers

Markers will be selected from all regions of the province. To qualify as a marker, a teacher must have taught Social Studies 30 for two or more years, be currently teaching Social Studies 30, and have a Permanent Professional Teaching Certificate. Teachers who are interested in being recommended as markers should contact their superintendent before October 15, 1986. School superintendents will be requested to supply at least one marker for every 40 Social Studies 30 papers written by students in their jurisdictions.

Dates for Examination Scoring

The written-response section of the 1987 Social Studies 30 Diploma Examination will be marked in Edmonton according to the following schedule:

January Examination - February 5 - 7, 1987
June Examination - July 7 - 10, 1987
August Examination - August 14 - 15, 1987

Group leaders will meet prior to each of the two major marking sessions on the following dates:

January Examination - February 4, 1987
June Examination - July 6, 1987

Scoring Procedures

Markers will be trained in the application of scoring guides, and sample papers will be discussed prior to the actual marking of the examination papers. Approximately 30 teachers will be invited to serve as group leaders to review these sample papers and to assist in reliability reviews. Each student's examination will receive a minimum of three independent readings. Consistency in marking will be closely monitored.

Scoring Guide

The scoring guide presented on pages 8, 9, 10, and 11 will be used in grading the written-response section. It should be noted that the scoring criteria for the 1986/87 school year have been considerably revised. The criteria will be adjusted to reflect the requirements of each specific assignment and actual student essays. Training in the use of these guides will be provided at the marking sessions.

Since the scoring guide does not appear in the examination booklet, students should be given the opportunity to review it during the school year or semester.

MODIFICATIONS TO THE WRITTEN-RESPONSE FORMAT FOR THE 1987 DIPLOMA EXAMINATIONS

The format for the written response assignments for 1987 will be modified from the model used in 1984, 1985, and 1986. These modifications will allow students more freedom in organizing their presentations, while retaining the model's focus on the inquiry process. The revised format for 1987 is presented below.

TOPIC A

ESSAY ASSIGNMENT

Governments differ in the economic goals they attempt to accomplish. Some strive for economic equality among individuals. They believe that goods and services should be distributed on the basis of need. Other governments emphasize economic competition among individuals. They believe that the distribution of goods and services should be governed by market forces.

In an essay, defend a position on the issue: SHOULD THE CANADIAN GOVERNMENT IMPLEMENT PROGRAMS TO ENCOURAGE ECONOMIC EQUALITY?

MARKS WILL BE ALLOTTED ON THE FOLLOWING BASIS:

Accurate and comprehensive description of one or more relevant examples or case studies drawn from knowledge of social studies content	(10 marks)
Thoughtful description of alternative value positions underlying the issue	(5 marks)
Logical and persuasive defence of the position chosen	(10 marks)
Effective use of language and expression	(5 marks)
TOTAL	30 marks

The preamble remains unchanged.

The issue statement is similar to that in the previous model but the task has changed. Students will be required to defend a position on an issue. Two issues, one from each topic, will be presented. Students may choose to write on either topic.

The guidelines for mark allotment have been modified. An explicit quality requirement has been added to each dimension. The descriptors "accurate and comprehensive", "thoughtful", "logical and persuasive", and "effective" are taken from the 'exceptional' category of the marking criteria. They indicate to students the quality of work required to achieve full marks on each dimension.

These guidelines are not intended to be used as an outline for student writing. Each dimension applies to the entire assignment rather than to distinct sections.

The mark allotment has been reorganized to encourage the production of a unified essay. Students are not restricted to a single approach in completing the assignment. They may select and organize their materials in the manner that they feel will best present their position on the issue. In writing their essay, students will be able to draw on their familiarity with other written assignments, in both social studies and language arts.

The assignment is given a clearer focus. It assigns a single task, that of defending a position on an issue. The criteria for scoring this essay format are presented on the following pages.

MODIFICATIONS TO THE SCORING GUIDE

NOTE: The marking criteria for the 1987 Social Studies 30 Diploma Examinations have been substantially revised to reflect the changes in the written-response format.

Scoring Guide

1. DESCRIPTION OF EXAMPLES (10 MARKS)

DESCRIPTOR	CRITERIA FOR SCORING
(5) EXCEPTIONAL	Well-chosen examples or case studies are accurately and comprehensively developed. The information presented reveals a mature and insightful understanding of social studies content.
(4) PROFICIENT	Appropriate examples or case studies are accurately and clearly described. The information presented shows a good understanding of social studies content.
(3) SATISFACTORY	Adequate examples or case studies are described but may contain some minor factual errors. The descriptions reveal a satisfactory knowledge of social studies content.
(2) LIMITED	The examples or case studies described are weakly-related to the topic. The descriptions contain inaccuracies that reveal a limited understanding of social studies content.
(1) POOR	Inappropriate, incomplete, or inaccurate examples or case studies are described. The descriptions reveal a lack of understanding of social studies content.
(0)	Zero is a special category. It is not an indicator of quality. It should be assigned to papers that fail to address this dimension.

Scoring Guide

2. DESCRIPTION OF VALUE POSITIONS (5 MARKS)

DESCRIPTOR	CRITERIA FOR SCORING
(5) EXCEPTIONAL	The description of the alternative value positions underlying the issue is thoughtful and reveals an insightful understanding of the dilemma inherent in the issue.
(4) PROFICIENT	The description of the alternative value positions underlying the issue is clear. Some of the critical features of these positions are identified.
(3) SATISFACTORY	The description of the alternative value positions underlying the issue is adequate.
(2) LIMITED	The description of the alternative value positions underlying the issue is uncertain or vague. The value positions stated may not be clearly related to the issue.
(1) POOR	The description of the alternative value positions underlying the issue is inaccurate or incomplete.
(0)	Zero is a special category. It is not an indicator of quality. It should be assigned to papers that fail to address this dimension.

Scoring Guide

3. DEFENCE OF POSITION (10 MARKS)

DESCRIPTOR	CRITERIA FOR SCORING
(5) EXCEPTIONAL	The defence of position is based on convincing and logical arguments. The arguments presented are relevant, consistent, and forceful, demonstrating originality and insight.
(4) PROFICIENT	The defence of position is based on well-considered arguments. The arguments are logical and clearly presented.
(3) SATISFACTORY	The defence of position is supported by one or more adequate arguments. While the arguments are generally sound, they may lack somewhat in persuasiveness.
(2) LIMITED	The defence of position is based more on emotion than logic and may not relate well to the issue, or the arguments given are confused or vague and lack development.
(1) POOR	The position is hard to determine or a position may be inferred, but little or no attempt has been made to defend it.
(0)	Zero is a special category. It is not an indicator of quality. It should be assigned to papers that fail to address this dimension.

Scoring Guide

4. QUALITY OF LANGUAGE AND EXPRESSION (5 MARKS)

DESCRIPTOR	CRITERIA FOR SCORING
(5) EXCEPTIONAL	The content is comprehensively organized. The writer's point of view is unquestionably evident throughout the work. The expression reveals an effective use of language structures, spelling, and vocabulary.
(4) PROFICIENT	The content is organized in such a way that the writer's point of view is clearly understood. The expression reveals good use of language structures, spelling, and vocabulary.
(3) SATISFACTORY	The content is organized in such a way that the writer's point of view is generally indicated. The expression reveals an adequate awareness of, and attention to, language structures, spelling, and vocabulary.
(2) LIMITED	The content is presented in such a way that the writer's point of view is vague. The expression reveals a lack of assurance in language structures, spelling, and vocabulary.
(1) POOR	The content is disorganized or leaves in doubt the writer's point of view. The expression reveals faults in language structures, spelling, and vocabulary.
(0)	Zero is a special category. It is not an indicator of quality. It should be assigned to papers that are blank or totally illegible.

Note: Vocabulary includes appropriate use of social studies terminology.

SAMPLE QUESTIONS

The sample questions found on pages 13 to 21 contain examples of both multiple-choice and written-response questions. They serve to illustrate the nature and complexity of the questions that appear on the examination.

Below is a sample of the general content and format of the instructions for answering the multiple-choice portion of the examination.

> All multiple-choice questions must be answered on the separate answer sheet.
>
> Fill in your name and other information on the answer sheet as directed by the examiner.
>
> Read each question carefully and decide which of the choices BEST completes the statement or answers the question. Locate that question number on the answer sheet and fill in the space that corresponds to your choice. Use an HB pencil only.

Example	Answer Sheet			
The capital city of Canada is	A	B	C	D
A. Vancouver	O	O	●	O
B. Winnipeg				
C. Ottawa				
D. Montreal				

If you wish to change an answer, please erase your first mark completely.

Part A: Multiple-Choice Sample Questions

The set of six multiple-choice questions below is representative of the types of questions to be found in Part A of the Social Studies 30 Diploma Examination. Each question is followed by information which indicates the key, sample size, and the distribution of student responses by alternatives A, B, C, and D in per cent. The questions and statistics are taken from previous Social Studies 30 Diploma Examinations. The process the student will have to go through to obtain the correct answer and the curriculum specification the question meets are also included.

---

1. From a theoretical point of view, the values of self-reliance and personal initiative are basic to a

   A. social welfare state
   B. fascist corporate state
   C. communist approach to economics
   D. capitalist approach to economics

Key	Sample Size	Distribution of Responses by Alternative			
		A	B	C	D
D	9769	11%	3%	2%	84%

In question 1, the student is required to associate two given values with the most appropriate of the four political and economic systems provided. Curriculum specification focus: Topic A, value objectives - identifying the extent to which individualism and collectivism are reflected in major political and economic systems. The table shows that 84% of the students chose the keyed answer, indicating that the question was not difficult.

---

2. To combat the problem of high unemployment in a mixed economy, the government would MOST likely

A. increase government expenditures
B. decrease the supply of new money
C. increase income taxes
D. raise interest rates

Key	Sample Size	Distribution of Responses by Alternative A	B	C	D
A	9769	71%	9%	12%	8%

In question 2, the student is required to recall the importance of Keynesian theory to government policies in a mixed economy. Curriculum specification focus: Topic A, knowledge objectives - power and decision-making; mixed economy, Keynesian theory. The table shows that 71% of the students chose the keyed answer, indicating that this question was not difficult.

---

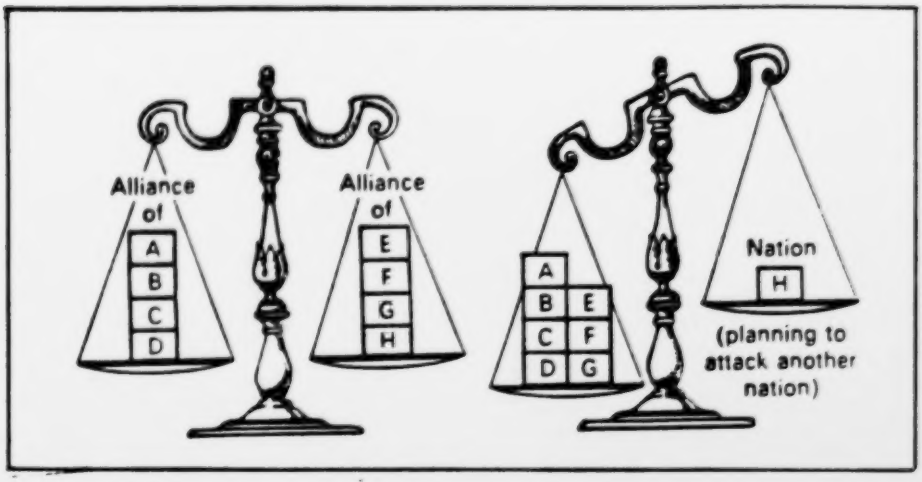
3. Fascists support the belief that

A. government is accountable to the electorate
B. the means of production should be owned by the State
C. individuals exist to enhance the collective welfare of the State
D. competing political parties may be tolerated but must be controlled

Key	Sample Size	Distribution of Responses by Alternative A	B	C	D
C	9769	5%	20%	60%	15%

In question 3, the student is required to recall the subordination of the individual to the State in a fascist autocracy. Curriculum specification focus: Topic A, knowledge objectives - citizenship; nature of participation, autocracy. The table shows that this question was of average difficulty with 60% of the students choosing the keyed answer.

Use the diagrams below to answer question 4.



4. The diagrams BEST illustrate the relationship between

A. appeasement and containment
B. alliances and trade rivalries
C. secret diplomacy and open diplomacy
D. balance of power and collective security

Key	Sample Size	Distribution of Responses by Alternative A	B	C	D
D	7700	8%	6%	9%	77%

In question 4, the student is required to interpret a relationship between two concepts expressed in an illustration. Curriculum specification focus: Topic B, skill objectives - reading and interpreting historical and contemporary print materials. The table shows that 77% of the students chose the keyed answer, indicating that the question was not difficult.

Use the headlines below to answer question 5.

5. The news stories would be MOST useful in researching the rise of which of the following 20th century forces?

   A. Nationalism
   B. Imperialism
   C. Isolationism
   D. Supranationalism

Key	Sample Size	Distribution of Responses by Alternative			
		A	B	C	D
D	7700	16%	12%	4%	68%

In question 5, the student is required to examine four potential data sources to determine their common usefulness in researching a major force in international relations. Curriculum specification focus: Topic B, skill objectives - select appropriate sources for research. The table shows that this question was of average difficulty with 68% of the students choosing the keyed answer.

Use the information below to answer question 6.

One historian identifies the following events as important steps in the Cold War:

STEP 1 The Soviet "takeover" of Eastern Europe, 1945-47

STEP 2 Churchill's "Iron Curtain" speech, March 1946

STEP 3 The Truman Doctrine and the Marshall Plan, March and June 1947

STEP 4 The setting-up of the Cominform, October 1947

STEP 5 The communist coup in Czechoslovakia, February 1948

STEP 6 The Berlin Blockade, June 1948 - May 1949

-- Harriet Ward

6. All of these steps in the Cold War MOST LIKELY led to the

A. creation of a UN emergency police force
B. development of a thaw in East-West relations
C. formation of the North Atlantic Treaty Organization
D. replacement of Soviet conventional forces with nuclear weapons

Key	Sample Size	Distribution of Responses by Alternative			
		A	B	C	D
C	7700	13%	8%	74%	5%

In question 6, the student is required to relate historical events to their consequences. Curriculum specification focus: Topic B, skill objectives - synthesize data by relating cause and effect. The table shows that 74% of the students chose the keyed answer, indicating that the question was not difficult.

Credits for Data Used in Multiple-Choice Sample Questions

Question 4 — Diagram from *Educational Research Council of America*, p. 67. Reprinted by permission of Educational Research Council of America.

Question 6 — From *World Powers in the Twentieth Century* by Harriet Ward. (London, 1978) p. 229.

Part B: Written-Response Sample Questions

A sample of the general content and format of the instructions for completing the written-response portion of the examination is given below.

> Choose only ONE of the two topics that follow for your essay. If you write on both topics, only the first will be marked.
>
> BE SURE TO INDICATE YOUR CHOICE OF TOPIC IN THE SPACE PROVIDED ON THE BACK COVER.
>
> Choose the topic on which you are MOST knowledgeable. Essays for each topic will be marked according to the same criteria.
>
> READ ALL PARTS OF THE QUESTION CAREFULLY.
>
> Your essay is to be completed in the space provided in this examination booklet.
>
> Use pages labelled FOR ROUGH WORK to plan and draft.
>
> Pages labelled FOR FINISHED WORK must contain your completed work.
>
> Please use blue or black pen for written work.
>
> The written-response section is worth 30% of the total mark.

Sample questions from each of the two topics follow on pages 20 and 21.

TOPIC A

ESSAY ASSIGNMENT

Governments differ in the economic goals they attempt to accomplish. Some strive for economic equality among individuals. They believe that goods and services should be distributed on the basis of need. Other governments emphasize economic competition among individuals. They believe that the distribution of goods and services should be governed by market forces.

In an essay, defend a position on the issue: SHOULD THE CANADIAN GOVERNMENT IMPLEMENT PROGRAMS TO ENCOURAGE ECONOMIC EQUALITY?

MARKS WILL BE ALLOTTED ON THE FOLLOWING BASIS:

Accurate and comprehensive description of one or more relevant examples or case studies drawn from knowledge of social studies content	(10 marks)
Thoughtful description of alternative value positions underlying the issue	(5 marks)
Logical and persuasive defence of the position chosen	(10 marks)
Effective use of language and expression	(5 marks)
TOTAL	30 marks

TOPIC B

ESSAY ASSIGNMENT

Some nations believe that the goal of world peace may best be attained by joining a power bloc. Other nations feel that world peace may best be achieved through neutrality or non-alignment.

In an essay, defend a position on the issue: SHOULD NATIONS ALIGN THEMSELVES WITH OTHER NATIONS IN THE INTERESTS OF NATIONAL SECURITY AND WORLD PEACE?

MARKS WILL BE ALLOTTED ON THE FOLLOWING BASIS:

Accurate and comprehensive description of one or more relevant examples or case studies drawn from knowledge of social studies content	(10 marks)
Thoughtful description of alternative value positions underlying the issue	(5 marks)
Logical and persuasive defence of the position chosen	(10 marks)
Effective use of language and expression	(5 marks)
TOTAL	30 marks